



Supporting Children with Special and Additional Educational Needs and/ or Disability Policy

Effective from 1 September 2020. Latest Future review date September 2021
Written by Louise Kirby

Mission Statement

We want our children to experience a stimulating, playful and challenging environment. One in which they will make their own choices and know what it is like to be out of their comfort zone gradually but with caring and understanding staff to guide them gradually with support them.

We want the children to take some risks in their play knowing this allows them to take responsibility for their actions and own their own thoughts and opinions. Making choices, owning their thoughts builds independence and each child will start to understand and accept their uniqueness. We are proud that our caring and inspiring staff team see the uniqueness each child brings to Kindiejoes. We plan activities to build on this individuality to make our environment inclusive to all.

Parents are their child's first and forever educator. We can provide a quality learning environment only when we have built and maintained a trusting relationship with parents. Together we start to build a future for children to learn, laugh, (sometimes cry), love and play.

Statement of intent

We provide an environment in which all children are supported to reach their full potential sometimes this may mean giving extra support to an individual or delivering our service in a more accessible and appropriate manner. We accept that this may mean that children are described as having special educational or additional needs or disability . For the purposes of this document we use the term SEND for children with special educational or additional needs and disability.

Aims

- We have regard for the DfES SEND Code of Practice.
- We include all children in our provision.

- We provide practitioners to help support parents and children SEND where appropriate.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We have a designated a member of staff to be Special Educational Needs Co-ordinator (SENDCO). Suzy Park and a deputy SENDCO Louise Kirby
- Louise and Suzy have responsibility for identifying and supporting children with SEND and for instructing the team on how best to support their needs. We will ensure that Louise and Suzy receive training and guidance on all matters that relate to inclusion.
- All children have a named Key Person who will bring to Suzy's attention any child she feels may need extra support.
- Suzy regularly observes all children and will identify children she feels may need extra support.
- Louise has been trained to complete the Early Help Assessment and when completing this form it may be possible to identify a child's additional needs.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at an early stage about any concerns that we have that their child is not meeting development milestones and continue during all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We refer to and liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We provide a broad and balanced curriculum for all children including those with SEN.

- Our curriculum when needed to be is differentiated to meet individual needs and abilities.
- With regular ongoing observations we are able to identify children who are not meeting age related targets in any individual or combined area of learning and we put in place support to make progress towards the targets. Should progress be slow we may make referral to other professional services with parental agreement.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (ISPs) for children with SEND.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- Where appropriate, we provide resources (human and financial) to implement our SEND policy.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ISP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- All staff are made aware of areas of support for individual children through weekly planning, weekly staff newsletter and the half termly staff meeting.
- We seek training for all staff in supporting children with SEND.

Support and Help For Parents

SEND Information, Advice and Support Service (SSIASS) Tel: 01737 737300

Email: ssiass@surreycc.gov.uk

Twitter: @SENDadviceSurrey

Website: www.sendadvice.surrey.org.uk

Post: Surrey Send Information, Advice and Support Service (SSIASS), Consort House, 5-7 Queensway, Redhill RH1 1YB.

The legal frameworks for this policy are:

The Children Act 1989 and 2004 and 2006

Disabled Persons Act 1986

Human Rights Act 1998

Education Act 1993

The Human Rights Act 2000

Disability Discrimination Act 1995

Special Educational Needs and Disability Act 2001 (SENDA)

Special Education Needs and Disability system 2014

Children and Families Act 2014

The Early Years Foundation Stage 2017

Equalities Act 2010